

FILE B

English Language Arts: Reading

Item Information and Scoring Guide Reference Sheet B-2

Reading Test Design B-3

Reading Selections and Items with Keys, Type of Text, Cluster,
Content Standards, Grade Level Expectations, Scoring Guides and
Training Notes, and Student Responses with Annotations B-4

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Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each released item accompanied by the following information.

Multiple-Choice Items

The boxes containing the multiple-choice items also contain the percent of students statewide who chose each answer option. The correct option is asterisked(*).

- **MC#:** the multiple-choice item position in the Class Analysis Report
One point may be earned for a multiple-choice item.
- **Key:** the letter of the correct answer for the multiple-choice item
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Grade Level Expectation (GLE):** the grade level expectation that the item measured

Constructed-Response Items

- **CR#:** the constructed-response item position in the Class Analysis Report
Up to four points may be earned for a constructed-response item.
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Grade Level Expectation (GLE):** the grade level expectation that the item measured
- **Constructed-Response Scoring Guide:** the description of each score point used to determine the score, including the percent of students statewide who received each score and the statewide average student score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **Annotated Student Response:** sample student response for each score point with annotations that explain the reasoning behind the assigned score

MEA 2005–2006

English Language Arts: Reading Grade 5

The table below shows the entire MEA reading test design, which is made up of 50% literary passages and 50% informational passages. Half of the common items are released and can be found in this document. Item information for all item types, scoring information (average scores, guides, and training notes) for all constructed-response items, and annotated student responses follow.

2005–2006 MEA READING TEST DESIGN

CONTENT AREA	COMMON			EMBEDDED FIELD TEST			TOTAL ITEMS PER STUDENT			BASE TESTING TIME	POINTS
	MC	CR	SA	MC	CR	SA	MC	CR	SA		
READING	32	4	0	16	4	0	48	8	0	130 MIN.	48

Each item on the MEA measures a grade level expectation based on Maine's *Learning Results*.

The Fox and the Fleas

a Scottish tale retold

There once was a Fox that was much bothered by fleas. After trying to push them off, she decided on a new method. She found a piece of wool, held it in her mouth, and took it to the river. She put the end of her tail into the water and backed slowly into the river. The fleas stopped biting her and ran away from the water, and at last they all ran over the Fox's nose into the wool. Next, the Fox dipped her nose under the water and let go of the piece of wool. She watched the wool float down the river. Problem solved. No more fleas.

The Dog and the Shadow

from Aesop's Fables

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen again.

“BEWARE OF LOSING SOMETHING BY GRASPING AT ITS SHADOW.”

1. In "The Fox and the Fleas," the Fox backed into the river because she
- | | |
|------|---|
| *90% | A. wanted to force the fleas onto the wool. |
| 9% | B. wanted to confuse the fleas. |
| 1% | C. did not want to jump into cold water. |
| 0% | D. did not know how to swim. |

MC#: 1

Key: A

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.5- Students will apply effective strategies for analyzing and describing characters' interactions-citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5.]

2. The best motto for the Fox in “The Fox and the Fleas” would be
- | | |
|------|--|
| 4% | A. “Be careful what you wish for; it might come true.” |
| *87% | B. “If at first you don’t succeed, try and try again.” |
| 4% | C. “Do not judge a book by its cover.” |
| 6% | D. “Do not attempt the impossible.” |

MC#: 2

Key: B

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.5- Students will apply effective strategies for analyzing and describing characters’ interactions-citing thoughts, words, or actions, that reveal characters’ personalities; making basic inferences about problem, conflict, and solution; determining the author’s message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5.]

3. The Dog in “The Dog and the Shadow” lost his piece of meat because he was

- 7% A. clumsy.
- 4% B. hurrying.
- 10% C. scared.
- *79% D. greedy.

MC#: 3

Key: D

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.5- Students will apply effective strategies for analyzing and describing characters’ interactions-citing thoughts, words, or actions, that reveal characters’ personalities; making basic inferences about problem, conflict, and solution; determining the author’s message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5.]

4. What do “The Fox and the Fleas” and “The Dog and the Shadow” have in common?
- | | |
|------|-------------------------------------|
| 1% | A. Both have characters with fleas. |
| 2% | B. Both happened in real life. |
| *69% | C. Both teach a lesson about life. |
| 28% | D. Both try to solve a problem. |

MC#: 4

Key: C

Type of Text: Literary

Cluster: Reading

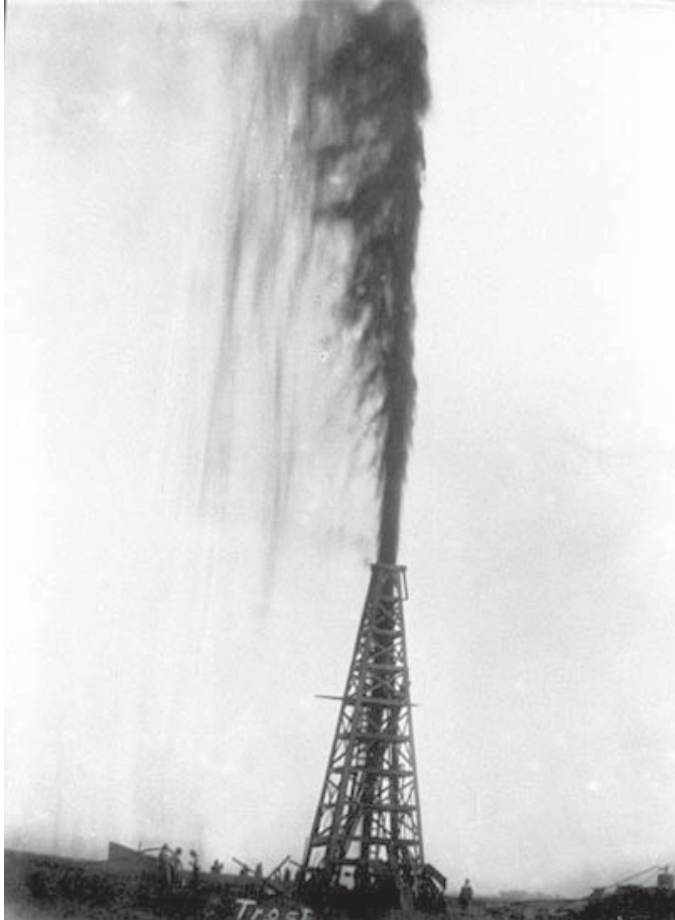
Content Standard B: Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.5- Students will apply effective strategies for analyzing and describing characters’ interactions-citing thoughts, words, or actions, that reveal characters’ personalities; making basic inferences about problem, conflict, and solution; determining the author’s message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5.]

The discovery of oil and its many uses as a fuel were responsible for major changes in people's ways of life during the twentieth century. Spindletop, an oil well in Texas, was one of the first big oil wells in the United States. Read the article and then answer the questions that follow.

Spindletop and the Age of Oil

by Mark Lyons



This photograph shows the Spindletop oil well in January 1901.

The roar was tremendous. Quickly, the air was filled with oil and natural gas. A geyser of black liquid shot up through a wooden derrick.* The oil reached well over 100 feet above the ground. The late morning of January 10, 1901, saw the birth of a

*derrick: the framework over an oil well that supports the drilling machinery.

new industry on a hill called Spindletop. Spindletop was located near Beaumont, Texas. Oil rained down, covering the ground all around the derrick marking the site.

By late afternoon, hundreds of people had arrived at the site to watch the gusher shoot into the air. The oil ran out of the well, uncontrolled, for nine days. During that time, it covered the ground, animals, people, trees, and anything else in its path with a black greasy film. Huge dirt barriers were built to try to contain the oil, but these soon were full. Fire was a constant danger.

During this time, oil workers were trying to figure out a way to stop, or cap, the runaway oil well. Finally, a combination of pipes and valves was built and placed over the spewing oil. The oil flowed through the pipes. Valves were closed until the oil was completely stopped. The device held, and the oil well was now under control.

The huge amounts of oil produced by this one well and many others nearby helped usher in the age of petroleum. Before oil was found at Spindletop, it was primarily produced to be made into kerosene and burned for lighting. With the great volume of oil coming from the wells around east Texas, new uses were found. Trains and ships were powered by oil rather than coal. Factories also began to switch from burning coal to burning oil for power. Oil was less expensive than coal and burned more efficiently. Oil-burning furnaces took up less space and allowed companies to keep more of the money they made.

3

As automobiles became more widely used, more oil was needed to manufacture the gasoline used to power these new vehicles. The great amount of oil made available after the Spindletop gusher helped to increase the use of the automobile all around the country. In addition, other products developed from oil, including plastics and various medicines, increased American dependence on oil.

By 1904, the amount of oil pumped out of the ground at Spindletop had already

begun to decline. Many companies that had switched from using coal to oil, however, did not want to go back to using coal. More oil had to be found. Drillers began searching for oil in other parts of Texas and the United States. Major oil finds were located in Texas by 1906, and the demand for oil continued to increase. The discovery of oil at Spindletop set the stage for a different way of life for the people of the United States and the world.

5. What does the photograph of Spindletop
MAINLY show?

- | | | |
|------|----|---|
| 13% | A. | how Spindletop was different from other oil wells |
| 13% | B. | how the Spindletop oil derrick worked |
| *67% | C. | how dramatic the flow of oil was |
| 7% | D. | how oil workers capped the oil well |

MC#: 5

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

6. In paragraph 3, the word spewing means

- | | |
|------|----------------|
| 5% | A. decreasing. |
| *80% | B. gushing. |
| 8% | C. dangerous. |
| 8% | D. greasy. |

MC#: 6

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

7. In the early 1900s, how did oil compare to coal?
- 9% A. Oil furnaces were larger than coal furnaces.
 - 16% B. Oil was more difficult to find than coal.
 - 10% C. Oil cost more than coal.
 - *65% D. Oil was cheaper than coal.

MC#: 7

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

8. What was a MAJOR effect of oil discoveries like Spindletop?

11% A. Oil drilling was recognized as a dangerous activity.

*61% B. Americans began to depend on oil for their way of life.

10% C. Hundreds of people went to Spindletop to see the oil shoot into the air.

18% D. Oil was produced mainly to be made into kerosene and burned for light.

MC#: 8

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

As this article shows, the question “What’s for dinner?” was likely to have a very different answer in early American times than it does now. Read the article and then answer the questions that follow.

What’s for Dinner?

by Sharman Reed Price

Today, it is easy for most people to buy and prepare the food they eat. Most of us have neighborhood supermarkets, restaurants, and even drive-up windows where we can get a quick snack or something to drink. Much of our food is packaged, prepared, and served to us. Imagine what it was like two hundred years ago, though, for settlers who made their homes on the prairies and in the mountains. Getting, storing, and preparing food took a lot of work and a great deal of time.

Hasty Pudding (makes 1 serving)

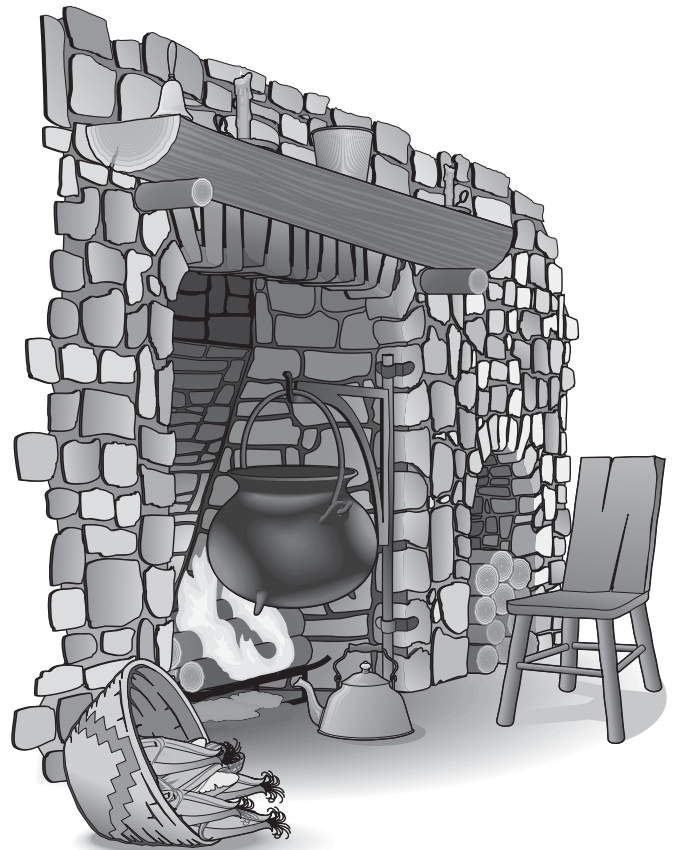
½ cup yellow cornmeal
½ teaspoon salt
1 cup cold water
2 cups boiling water

Mix cornmeal with cold water. Add with salt to boiling water. Reduce heat and cook 10–15 minutes, stirring frequently. Serve with cream and maple sugar, brown sugar, honey, or molasses.

Unused mush can be refrigerated and used in other ways. For example, slice the mush, dust the slices with flour, and brown them in butter. Serve with syrup.

Settlers first had to get their food. People fished and hunted; many raised livestock for their family’s table. Bear, venison, pork, chicken, turkey, duck, and fish—all were common to the settlers’ diet. Fruits and vegetables were grown in gardens or gathered from the nearby land. Corn, of course, was a mainstay.

2



Corn was prepared and eaten in many different dishes. People probably grew tired of eating so much corn! As porridge, hasty pudding, or cornmeal mush, it was a staple of most meals. The recipe shows how to make hasty pudding.

4 Before a family could enjoy the hasty pudding, however, corn had to be gathered and ground into cornmeal. Settlers usually ground their own cornmeal. They first scraped kernels from the corn cob. Then they placed the kernels in a mortar (a large bowl) and ground them with a pestle (a block of wood that was rounded to fit in the bottom of the bowl). Often the mortar and pestle were made from wood from a small tree trunk.

As towns and cities grew, mills for grinding corn and flour were built beside rivers. The settlers carried their own corn to the mills for grinding—which meant that they

had to ride for miles with sacks of corn in a wagon or slung across a horse's back. The trip took hours, but it was still easier than grinding corn by hand.

Cornmeal was also used for corn bread, sometimes called “corn dodgers,” “corn pone,” or “Johnnycakes” in different parts of the country. Corn bread was made by mixing cornmeal with water or milk and salt. If yeast, lard, or bear grease was available, they were added to improve the flavor of the bread. The dough was formed into small cakes, laid on a flat board, and placed close to the fire to bake. Corn bread is easy to make with an adult's help.

Preparing main dishes was often an all-day affair. All cooking was done over an open fire, and families made do with only a kettle or two and perhaps a skillet. The earliest fireplaces had a lugpole (a pole used to hold pots and pans) stretched over the coals of an open fire. Green wood was used for the lugpole because it would not burn as easily as dry wood. A kettle hung from the lugpole as meat and vegetables stewed in it for most of the day. If the lugpole burned, the family lost their dinner to fire. Later, the lugpole would be replaced by an iron crane. The crane could not catch fire, and it could be swung back and forth to allow the cook to handle kettles and pots more easily and safely.

Large roasts of venison or bear were cooked on a spit—a long thin pole stretched over the coals. The cook's job was to turn the spit regularly so that all parts of the meat 8 would cook evenly. Hot grease from the meat often popped and splattered, a hazard to the cook and anyone else standing nearby.

Meats were sometimes cured if the family had a smokehouse. This small building was made of logs; the cracks were tightly packed

Corn Bread

(makes 6 to 8 servings)

2 cups cornmeal
4 teaspoons baking powder
1 teaspoon of salt
2 eggs beaten
2 cups buttermilk
2 tablespoons vegetable oil or melted bacon drippings

Heat oven to 450 degrees. Grease a 9-inch pan with about 2 tablespoons of oil (use bacon drippings, if available). Leave oil in bottom of pan. Place pan in oven to heat.

Mix together the cornmeal, baking powder, salt, 2 eggs, buttermilk, and the melted bacon drippings. Pour into hot pan. Batter will sizzle.

Bake at 450 degrees for 35 minutes or until golden brown.

with clay to hold in the smoke that cured the meat. Freshly butchered and salted hams, bacon, and sausages were hung from the smokehouse rafters. A small fire in the middle of the dirt floor smoldered for days. Smoke was produced by chips of hickory and apple wood, which gave the meat a special flavor.

Fresh vegetables and fruits were often stored during the winter in underground root cellars—pits dug into the ground or into the side of a hill. The natural insulation

of the earth kept temperatures in the root cellar above freezing but still cold enough to preserve the foods stored inside. In the summer, a springhouse served the same purpose for milk and butter. A small stone house built over the creek that supplied the family with water, the springhouse kept food cool and fresh for short periods of time.

Today, we hardly think twice when we ask, “What’s for dinner?” For families long ago, the question was not a simple one to answer!

9. In paragraph 2, the word mainstay refers to a food that was

- | | |
|------|---------------|
| *80% | A. common. |
| 5% | B. unusual. |
| 9% | C. healthy. |
| 6% | D. delicious. |

MC#: 9

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

10. According to the article, which statement about the settlers is true?

- 8% A. They often had to wait a long time for food to be delivered.
- 16% B. They often had to travel great distances to trade for food.
- 5% C. They often had to go hungry because they did not have enough food.
- *70% D. They often had to make do with food that they could raise or grow.

MC#: 10

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

11. Paragraph 4 states that corn had to be ground into cornmeal. Which meaning of ground is used in this paragraph?

- | | |
|------|------------------------------------|
| 5% | A. the part of Earth that is solid |
| *85% | B. crushed into a powder |
| 7% | C. to fix firmly on something |
| 3% | D. to force to stay on land |

MC#: 11

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

12. The article states that green wood was used for lugpoles to hold kettles over cooking fires. Green wood was the best choice for lugpoles because this wood was

- 7% A. more flexible than dry wood.
- 8% B. easier to find than dry wood.
- 13% C. less smoky than dry wood.
- *73% D. slower to burn than dry wood.

MC#: 12

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

13. In the recipe for corn bread, what must be done BEFORE the corn bread mixture is poured into the pan?

- *73% A. The pan must be heated in the oven.
- 12% B. The pan must be dried.
- 10% C. The mixture must be cooked.
- 4% D. The mixture must be tasted.

MC#: 13

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

14. In paragraph 8, the word hazard means

- *85% A. danger.
- 7% B. surprise.
- 4% C. reminder.
- 4% D. recipe.

MC#: 14

Key: A

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decision, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

15. How were the root cellar and the springhouse MOST alike?

- | | |
|------|---|
| 12% | A. They were both located underground. |
| *63% | B. They were both used to keep food cool. |
| 10% | C. They were both located by a river. |
| 14% | D. They were both used to dry out food. |

MC#: 15

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

16. What is the MOST LIKELY reason the author included recipes in the article?

- 4% A. because hasty pudding and corn bread are the author's favorite foods
- 4% B. because the author likes to experiment with recipes
- *73% C. so that the reader can try foods similar to those eaten long ago
- 18% D. so that the reader can cook using old-fashioned methods

MC#: 16

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.5- Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]

17. Explain TWO things that settlers had to do to be sure they had food. Use details from the article to explain why each was important.

CR#: 17

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A7.5- Students will summarize by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 5.]

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
3%	4	Response explains two things that people had to do 200 years ago to secure food. Response provides a thorough explanation of why each factor was important, using specific details from the article.
16%	3	Response explains two things that people had to do 200 years ago to secure food. Response is general, using some details from the article.
40%	2	Response explains one or two things in a limited way. Response includes a limited explanation or vague details from the article.
34%	1	Response attempts to explain or contains a vague reference to one or two things with little or no support from the article. OR Response addresses the question in a minimal way
5%	0	Response is totally incorrect or irrelevant.
1%	Blank	No response.
1.76	Statewide average student score.	

Training Notes for Constructed-Response Item 17

Training notes are not an exhaustive list. Readers scoring the student responses can accept other examples the student offers that are supported by the passage.

Things that settlers had to do to be sure they had food:

- Settlers had to plan ahead to be sure they had enough food. They had to plant crops, hunt and fish, leave enough time to gather and prepare food.
- Settlers had to practice teamwork and cooperation: Getting dinner to the table took a lot of effort, and a single person could not have done it alone. There needed to be someone to kill the meat, someone to start and maintain the fire, someone to turn the spit, someone to grind cornmeal, etc.
- Settlers had to be smart and learn how to do many things in order to get food. They had to be farmers, hunters, cooks, builders, mechanics, etc.
- Settlers had to make good use of natural features and the environment, including foods (such as plants) that were provided by nature.

17. The settlers had to get their food first. They raised livestock and hunted and fished. They often ate bear, venison, pork, chicken, turkey, duck and fish. To get their fruits and vegetables they had to gather them from nearby land or grow them in their gardens. Corn was often eaten. If they didn't get their food they wouldn't have anything to eat. Before they ate their food most of it had to be cooked. They cooked over an open fire with only 1 or 2 kettles or a skillet. The earliest fireplaces had a pole to hold the pots and pans. Without cooking some of the food it was not very safe to eat.

Summary annotation statement:

The student's response includes two things settlers needed to do to be sure they had food, and supported their importance with an explanation from the text. The student states that "The settlers had to get their food first." He or she writes that to do this the settlers "...raised livestock and hunted and fished." The student also notes that the settlers had to gather or grow their fruits and vegetables. The student also states the settlers had to cook most of their food. He or she supports this statement with information from the article such as, "They cooked over an open fire with only 1 or 2 kettles or a skillet."

17.

Settlers had to hunt for their food, and they had to grow it. After that was done they had to store it in root cellars^{and} spring houses. These to places kept food cool and it preserved things like meat, milk, and butter. They had to make sure that they hunted food and grew it so they had dinner and some food was stocked up.

Summary annotation statement:

The student's response includes three things settlers needed to do to be sure they had food. The student writes that, "Settlers had to hunt for their food, and they had to grow it. After that was done they had to store it in root cellars and spring houses." The student goes on to explain the importance of root cellars and spring houses by saying, "These to places kept food cool and it preserved things like meat, milk, and butter." Unfortunately the student resorts back to a generalized statement "They had to make sure that they hunted food and grew it so they had dinner and some food was stocked up" with no further explanation. The student earns a score of 3 despite providing more than the required number of things because the majority of the student's explanation is in general statements.

17. The settlers could keep there food cool in the winter so it would not spoil. Also they could build a spring house made for butter and milk.

Summary annotation statement:

This response gives one thing with a limited explanation about what the settlers had to do to ensure they had food by stating, "The settlers could keep there food cool in the winter so it would not spoil," and explains that "...they could build a spring house made for butter and milk," but does not explain why this is important.

Sample 1-Point Response with Annotations for Constructed-Response Item 17

17. They would grow corn and then they would get cornmeal and have them selfs food.

Summary annotation statement:

The student vaguely provides one thing settlers must do to secure food and makes a reference to a product made from corn by saying "get cornmeal" but does not make the connection of how cornmeal is derived from corn or its significance as a mainstay in the settlers' diets. Instead the student states, "They would grow corn and then they would get cornmeal and have themselfs food."

17. They had to fast it to see if they
had forgotten some ingredient.

Summary annotation statement:

The student's response is irrelevant to the question.

18. Describe three ways that meals and food today are DIFFERENT from what they were like two hundred years ago. Use information from the article to support your answer.

CR#: 18

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A7.5- Students will summarize by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 5.]

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
4%	4	Response describes three ways in which meals and food are different from 200 years ago. Response is thorough and well supported with specific information from the article.
19%	3	Response describes three ways in which meals and food are different from 200 years ago. Response is general and includes some information from the article.
56%	2	Response describes two or three ways in which meals and food are different from 200 years ago. Response may include a list with limited information or vague details from the article. OR Response describes one way in which meals and food are different from 200 years ago. Response is general and includes some information from the article. The description of the second way is missing or incorrect.
17%	1	Response describes a vague way in which meals and food are different from 200 years ago with little or no support from the article. OR Response addresses the question in a minimal way.
2%	0	Response is totally incorrect or irrelevant.
2%	Blank	No response.
2.04	Statewide average student score.	

Training Notes for Constructed-Response Item 18

Training notes are not an exhaustive list. Readers scoring the student responses can accept other examples the student offers that are supported by the passage.

Ways in which meals and food are different from 200 years ago

Today:

- Much of the food is packaged, prepared, and served to people.
- People travel away from their homes to established businesses (e.g., supermarkets, restaurants, fast food drive-up windows) to purchase most of their food.
- People have a greater variety of food options and do not eat food from just their local area.
- People do not generally eat bear or venison, etc. as often.

200 Years Ago:

- Settlers hunted, fished, or raised livestock to have meat to eat.
- Settlers grew their own vegetables and fruits.
- Settlers harvested natural crops that grew wild near their homes.
- Settlers were responsible for all components of food preparation (e.g., gutting and skinning meat and fish; smoking meat and fish to preserve it; grinding corn into cornmeal, cooking the food).
- Food choices were limited to the local area and the duration food could be safely stored.

18. - Well people back then had to use a fireplace or a kettle (Smaller than a stove, and takes longer to cook), where we have the power of electricity, and it doesn't take us all day to make a meal.
- People back then had to grind corn by hand or go to a mill that take hours of time to get to the mill, where here it's produced by machinery, and already put into bread or other things that need corn
- People back then needed to go out, find, kill, and take out all the stuff we can't digest in our stomachs, where here we just buy it at a supermarket where it's already made for us.

Summary annotation statement:

This response describes three specific ways that preparing food is different today than 200 years ago. The student compares the use of fireplaces and stoves, grinding corn and corn produced by a machine, and hunting for food and buying food from a supermarket. The student supports these details with specific examples from the article such as, "...we have the power of electricity, and it doesn't take us all day to make a meal," and "People back then had to grind corn by hand or go to a mill that take hours of time...here it's produced by machinery, and already put into bread."

18. Two-hundred years ago, meals were cooked different from today, because they used a lugpole in a fireplace, instead of a stove. Back then, they had to grow their own food. Now you just go and buy it. They had to use smokehouses and springhouses to keep their food cool or hot. Now we just use a refrigerator, or put it in the microwave.

Summary annotation statement:

The student's response states three ways that food and meals are different today, and includes some general information from the text to support the three ways. The student compares a fireplace and stove, growing food and purchasing it, and storing food in a springhouse and refrigerator. For support, he or she states "they used a lugpole in a fireplace, instead of a stove," "they had to grow their own food. Now you just...buy it," and "They had to use...springhouses... Now we just use a refrigerator..."

18.

Are food is prepared for us and
we have restaurants unlike the
settlers. We do not need to
cook are food like they did
in the olden days. We have
supermarkets and restronts and
we have new aplienses.

Summary annotation statement:

This response includes three ways in which meals and food are different from 200 years ago, but is limited and vague. The student explains that “are food is prepared for us...unlike the settlers.” “We do not need to cook are food like they did...” and “We have supermarkets and restronts and we have new aplienses.” He or she does not include sufficient examples or details from the article.

Another way to interpret this response is that the student has provided one way food is different by saying “Are food is prepared for us...” and supported this response with the following details: “...and we have restaurants unlike the settlers. We do not need to cook are food like they did in the olden days.” The student then repeats the fact that we have restaurants and adds two other details – “we have supermarkets...and we have new aplienses” but does not elaborate on the significance of these two additional details.

18. Today we use an oven to cook some of our meals. People back then used a fireplace to cook their meals. Example: All cooking was done over an open fire.

Summary annotation statement:

This response includes only one way in which meals and food are different from 200 years ago, comparing a fireplace and stove, and supports this difference with an example from the article. The student cites, "All cooking was done over an open fire."

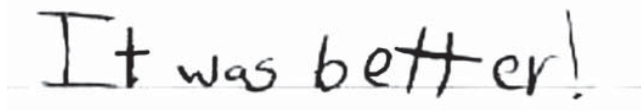
Sample 1-Point Response with Annotations for Constructed-Response Item 18

18. lds of food today is Diffrent because We have Electriscity to bake them.

Summary annotation statement:

The student's response minimally addresses that the heat source for cooking has changed with little support from the text. He or she explains, "food today is different because we have electriscity" but does not explain why it is different or give specific examples from the article. The student begins to address the concept of a greater amount of food available today by saying "lds of food today..." but offers no examples or explanation to support it.

18.

A photograph of a student's handwritten response on lined paper. The text "It was better!" is written in a cursive, handwritten style. The word "better" has a double 't'.

Summary annotation statement:

The student's response is irrelevant to the question.